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ABSTRACT

This paper explains that the old NCATE standards had five themes which survive in various forms in NCATE 2000. The conceptual framework and themes of diversity and technology continue to be heavily emphasized. Elements of the conceptual framework include shared vision, coherence, professional commitments/dispositions, commitments to diversity technology, and alignment with professional and state standards. New themes include continuous assessment of candidate proficiency, collaboration with PK-12 and arts and science faculty, and candidate expectations aligned with professional, state, and institutional expectations. The six new standards are: candidate knowledge, skills, and dispositions; assessment system and unit evaluation; field experiences and clinical practice; diversity; faculty qualifications, performance, and development; and unit governance and resources. This paper presents benchmarks for NCATE 2000 which can be used to assess one's position in relation to the goal. It also includes a schedule template for the NCATE Board of Examiners. (SM)

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Using Benchmarks to Meet NCATE Challenges:

An Action Plan for Success on NCATE

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An Action Plan for Success on NCATE

1. **Note important changes between old NCATE paradigm and new NCATE paradigm.**
2. **Build community understanding of the new elements of performance-based continuous assessment and dispositions.**
3. **Assemble task force to integrate a performance based assessment system that considers dispositions within a conceptual framework. (Include members from professional education, arts and sciences and PK-12 schools.)**
4. **When the task force work is complete, break this task force into seven parts (one for the conceptual framework and one for each of the six standards). Add members as needed from professional education, arts and sciences faculty and the PK-12 schools.**
5. **Use benchmarks below to assess progress.**
6. **Address weaknesses noted from application of the benchmarks in this document.**
7. **Write your Institutional Report describing your work.**
8. **Use template below to schedule the visit.**

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The new NCATE Standards

NCATE standards have undergone their third major revision in NCATE's history.

1. The first major revision began in 1986 resulting in all new standards for institutions going through the NCATE accreditation process in 1988.
2. Those Standards have undergone minor revision once since 1988. This minor revision reduced five categories to four but left all the standards in force.
3. NCATE 2000 standards are the first major revisions since the 1988 document.

The full set of Standards is available for downloading at:

http://www.ncate.org/standard/m_stds.htm

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Major Changes

The old standards had five themes. These survive in various forms in NCATE 2000. The **Conceptual Framework** and the themes of **Diversity** and **Technology continue** to be emphasized heavily.

Elements of the Conceptual Framework

1. Shared Vision
2. Coherence
3. Professional Commitments/Dispositions
4. Commitments to Diversity
5. Technology
6. Alignment with Professional and State Standards.

New Themes in the Conceptual Framework

1. **Continuous Assessment of Candidate proficiency**
2. **Collaboration** with **PK—12 and Arts and Science faculty**
3. **Candidate expectations aligned with professional, state and institutional expectations**

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The current four categories of standards are reduced to two. These two new categories include six standards. **The Unit must meet all.**

The Six New Standards Are:

1. Candidate knowledge, skills and dispositions
2. Assessment system and unit evaluation
3. Field experiences and clinical practice
4. Diversity
5. Faculty qualifications, performance and development
6. Unit governance and resources

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Benchmarks for NCATE 2000

Directions: Use these benchmarks to assess your position in relation to the goal.

CONCEPTUAL FRAMEWORK

BENCHMARK	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
Commitment to Diversity					
Commitment to Technology					
Shared Vision					
Coherent					
Aligned with Professional and State Standards					
Professional Commitments and Dispositions					

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Benchmarks for NCATE 2000

Directions: Use these benchmarks to assess your position in relation to the goal.

STANDARD I. CANDIDATE KNOWLEDGE, COMPETENCE, AND ASSESSMENT

Candidates:	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
Have in-depth knowledge of content and demonstrate this in presenting the content.					
Integrate technology.					
Construct meaningful learning experiences for all students.					
Reflect on practice and make adjustments to improve student learning by connecting students to prior learning and applying ideas to the real world.					
Consider school, family and community contexts.					
Analyze student learning, make adjustments, and have a positive effect on student learning.					
Work with students, communities and families to reflect professional dispositions, and they recognize when their dispositions need adjustment.					
Collect evidence of the positive effect their teaching has on individual student learning.					
For other professional school personnel roles, establish educational environments that support student learning and reflect on their work within the context of student learning.					

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Benchmarks for NCATE 2000

Directions: Use these benchmarks to assess your position in relation to the goal.

STANDARD 2. PROGRAM ASSESSMENT AND UNIT PLANNING AND EVALUATION

BENCHMARK *The Unit:*	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
Involved the professional community in design.					
Implements an assessment system grounded in its Conceptual Framework and incorporates professional and state standards.					
Conducts studies of the accuracy and precision of its measures.					
Constantly searches from stronger relationships between data systems and analytic techniques.					
Makes changes to strengthen the assessment system					

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Benchmarks for NCATE 2000

Directions: Use these benchmarks to assess your position in relation to the goal.

STANDARD 3. FIELD EXPERIENCES AND CLINICAL PRACTICE

BENCHMARK	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
Candidates:					
Are active members of professional teams in schools and reflect with teachers, university supervisors and colleagues about their practice.					
Collect data on student learning, analyze them, reflect on their work and develop strategies to improve student learning.					
The Unit and School:					
Share and integrate resources and expertise.					
Extend the Conceptual Framework via Modeling.					
Collaborate on the design, implementation and evaluation of the Conceptual Framework.					
The Field Experiences:					
Support Candidate proficiencies with students with exceptionalities and those from diverse ethnic, racial, gender and socioeconomic groups.					
Use assessments to indicate candidates meet professional, state, and institutional standards.					

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STANDARD 4. DIVERSITY	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
Candidates:					
Demonstrate knowledge, skills and dispositions related to diversity based on well-developed knowledge bases.					
Learn to develop and teach lessons that incorporate diversity.					
Faculty:					
Are knowledgeable about and sensitive to the need to work with diverse and exceptional students.					
From diverse backgrounds are productively involved in the work of the unit.					
Affirm the value of diversity through good faith efforts.					
Candidates:					
From diverse backgrounds are actively involved in the work of the unit.					
Demonstrate dispositions that value fairness and learning by all students.					
Field Experiences:					
Allow candidates to interact with P-12 students from diverse backgrounds and exceptional students.					
Give candidates feedback from peers and supervisors to reflect on their ability to help all students learn.					

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Meeting NCATE Benchmarks

STANDARD 5. FACULTY PERFORMANCE AND DEVELOPMENT	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
Faculty:					
Are teacher scholars					
Reflect the unit's Conceptual Framework in their teaching.					
Value candidates' learning					
Integrate diversity, and technology.					
Understand assessment and use results to inform their own teaching.					
Are recognized as outstanding teachers by peers across campus.					
Are actively engaged in scholarly work related to teaching and learning.					
Work in schools with colleagues.					
Actively involved in professional associations.					
Develop relationships, programs, and projects with colleagues in P-12 schools to improve teaching and candidate learning.					
The unit is defined by the following:					
Comprehensive reviews of the faculty to improve:					
Teaching					
Scholarship					
Service					
Opportunities for the faculty to develop new knowledge and skills.					

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Meeting NCATE Benchmarks

STANDARD 6. UNIT GOVERNANCE AND RESOURCES	Benchmark Not Apparent	Benchmark Somewhat Apparent	Benchmark Apparent	Benchmark Obvious	Tasks to be Completed
The Unit:					
Effectively coordinates all programs.					
Calendars, catalogs, etc., are current and accurate.					
Assures candidates have access to advising and counseling.					
Has a budget to support the Unit's assessment plan and adequate information technology.					
Has a faculty workload policy that permits faculty to engage in a wide range of professional activities.					
Includes full-time, part-time, and clinical faculty in a way that assures program coherence and integrity.					
Has an adequate facility on campus and in partner schools to meet needs.					
Aggressively and successfully secures resources to support high quality programs.					
Serves a technology education resource beyond the unit to the Institution, the community, and other institutions.					
Assures that faculty have access to library, curricula, and electronic resources.					

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NCATE Board of Examiners

Schedule Template

MONDAY[1]	MEMBERS ASSIGNED[2]
8:00-8:30 Dean and NCATE Coordinator—Update of visit progress by National and State Chairs	
8:30-9:00 President	
8:30-9:20 Dean, Department/Program Chairs/Directors (50 minutes)	
9:30-10:15 NCATE Coordinators, Standards Chairs (45 minutes)	
9:30-10:20 Director of Field Experiences/Assistant Director of Field Experiences/Director of Teacher Education	
10:15-10:45 Vice President for Academic Affairs	
10:15-10:45 Exemplary Programs (30 minutes)	

[1] The Unit and the Chair of the BOE team will determine the final schedule. When drafting the visit schedule, the Unit should feel free to rearrange the appointments to best meet schedules on and off campus. Change the titles to fit your campus.

[2] This column will be completed by the BOE team after their arrival on campus

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10:30-11:00 Vice President for Student Affairs	
11:00-11:30 Dean and Director of Teacher Education	
11:00-11:45 Educational Studies Committee (50 minutes)	
11:15-12:00 Teacher Education Unit Faculty	
11:00-11:45 Assessment Committee	
12:00-1:00 Team Lunch	
1:10-2:00 Institutional Representatives from various units	
1:10-2:00 Teacher Education Unit Faculty (50 minutes)	
1:10-2:00 Current students (e.g., initial and/or advanced candidates)	

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2:00-2:30 Graduate Studies Committee	
2:10-2:50 Current students (e.g., initial candidates) (50 minutes)	
2:30-3:00 Academic Dean and Director of Graduate Studies	
2:55-3:50 Current Student Teachers	
3:15-3:45 Education Council	
3:45-4:15 Education Studies Committee	
3:15-4:00 Selected Arts & Sciences Faculty (45 minutes)	
3:45-4:15 Education Studies Committee	

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4:15-5:15 Cooperating Teachers/Principals (60 minutes)	
4:30-5:15 Teacher Preparation Committee	
TUESDAY	**MEMBERS ASSIGNED**
7:30 Pick up at Hotel for School Visits **_____Senior High School** **_____ Middle/Junior High School**	
7:30 Pick up at Hotel for School Visits **_____ Elementary School**	
8:00-8:30 Dean and NCATE Coordinator (update)	
8:45-9:15 Vice President for Academic Affairs *(if needed for follow up questions)*	
8:45-9:15 Graduate Studies Director, Graduate Program Coordinators (30 minutes)	

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9:30-11:00 Observation of University Classes	
9:45-10:35 Library and Instructional Technology	
11:15-11:45 Registrar (30 minutes)	
12:00-1:00 LUNCH	
1:10-2:00 Open Forum with Teacher Education Faculty	
1:15-2:00 Early Education Center Staff	
2:00-2:30 Assessment Committee *(for follow up questions, if needed)*	
2:15-3:00 Teacher Education Unit University Supervisors (45 minutes)	
2:45-3:15 Advising and Career Development Center	

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3:00-5:00 Follow-up Interviews as Appropriate	
3:30-4:15 Academic Policy Advisory Committee	
3:30-4:15 Alumni, Recent Graduates	

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